

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	<small>Place date stamp here</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Early ISD	025909		
Vendor ID #	ESC Region #		
	15		
Mailing address		City	State
P.O.Box 3315		Early	TX
			ZIP Code
			76803
Primary Contact			
First name	M.I.	Last name	Title
Robert	S	Weyman	Principal
Telephone #	Email address		FAX #
325 646 8295	Robert.weyman@earlyisd.net		325 646 4061
Secondary Contact			
First name	M.I.	Last name	Title
Hibbert	W	Beck	Superintendent
Telephone #	Email address		FAX #
325 646 7934	Wes.beck@earlyisd.net		325 646 7999

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Hibbert	W	Beck	Superintendent
Telephone #	Email address		FAX #
325 646 7934	Wes.beck@earlyisd.net		

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 025909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 025909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 025909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 025909

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Early High School, Early Middle School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Early ISD technology began as an innovative and state of the art dream many years ago. As time has gone, we have started to fall behind the curve due to many circumstances which we cannot control. Our demographics and character of the school district changed. Challenges of a new population and addressing the needs of the population changed and the district did not address the technology need for this change adequately. With that being said, we realize our needs now. Technology for our student is at the top of the chart.

Our ability to purchase technology is limited and the ability of the student to purchase technology and access to the web is limited. Early ISD has addressed our need for technology for the district, but even more than the district, we have addressed the need and desire to assist our students in obtaining personal technology in our District and Campus improvement plans. We see textbooks going electronically. We see the need for research outside the normal school day, the need for tutoring outside the school day, and a plethora of needs for students to access technology and the web outside school hours of operation.

The district has recognized our need for improved technology. We are implementing several classroom improvements with technology being at the crux. Teachers are going to electronic versions of textbooks, electronic versions of notes and labs, and using electronic versions of tutoring lessons posted on our web and teacher web pages. Grades can be viewed electronically as well as work from their classes. Students need to access technology at home and away from school.

The plan calls for ALL students to have access to internet and school web pages. We do have before and after hour programs for students to access wi fi hotspots at schools and outside schools. We also have some hotspots in town. We do plan, with the grant, to offer assistance on a need basis for students to have access.

The district does have a student and parent responsible use form which is required for using any technology in district. We will continue to use the form to cover any new ability to have student loaned technology. We will also be using an altered form for parents to sign to limit internet access for students at home. The form will address what the technology could be used for including web sites and who may use the technology issued.

Early does already use some electronic textbooks as adopted. Students and parents request the ability to access outside school. At this time we are limited to pre and post school day on campus and some weekends on campus for those without access or technology at home. With this plan, we could open the use of electronic media to all students with technology and access to the internet.

The school infrastructure is adequate for the needs today. We also have the ability to expand our capabilities quickly given more technology than already exists. We do continually monitor our use and need as we gain more technology each year and can address future needs quickly. We already have plans to expand building capability on all campuses this summer.

The goal for high school and middle school is for all classrooms to be 85% electronic in their day to day life by next school year. With that goal in mind, it is imperative we have the capability for all students to have access to electronics which can allow them to succeed. Teachers in history, science and math are using many forms of technology to provide virtual field trips, virtual labs, video tutoring for homework assignments, and many more ideas which teachers have found.

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All technology purchased in this district comes with insurance and the plan is to continue. We do have some students who can afford the technology needed and the access to the internet. Our need is for the many who cannot afford adequate technology and also cannot afford access at home. Assistance for those in need of the technology and access to the internet is the ultimate goal.

Plans are ready for use to be able to assist those in need for technology, in need for access to internet and provide an agreement for replacing if lost or broken. We will request parents to enter an agreement for the use of the technology, replacing the technology if lost and to repair if abused.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 025909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 025909

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$49000	\$	\$49000
Schedule #10	Other Operating Costs (6400)	6400	\$1000	\$	\$1000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$50000	\$	\$50000

Administrative Cost Calculation

Enter the total grant amount requested:	\$50000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$7500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID:

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID:		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$49000
Grand total:		\$49000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID:		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$1000
Grand total:		\$1000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID:

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID:										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	275	42.6%												
Limited English proficient (LEP)	6	1%												
Disciplinary placements	5	1%												
Attendance rate	NA	98.6%												
Annual dropout rate (Gr 9-12)	NA	0%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:	<input checked="" type="checkbox"/> X Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							86	93	94	87	93	96	97	646

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Schedule #13—Needs Assessment

County-district number or vendor ID: 025909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both campuses performed a needs assessment for their particular campus to address our Campus improvement plans for school year 2017-2018. Parents, teachers and business partners participated and completed a survey of students and parents to prioritize needs for each campus. Technology and use in the class and outside the class were ranked among the top. We also polled many of our recent graduates to gain some knowledge as to their needs after graduation. Technology was again a priority.

We currently have good success with the system in place. A resounding agreement was found to improve the now but also improve the after graduation need. Technology in the form of use outside the class and school day. This priority became number one after finding that our graduates fell behind other students from other districts. They felt as though the other students were better prepared to use technology for class needs, research, studying, and interaction with professors and teachers.

Middle school and High school will be addressed in this grant. Existing technology, which will become available, will be moved to the elementary and primary campuses for use. By moving the technology down, we can do a better job of introducing the use at a younger age. Newer technology being used will improve the students ability to climatize to post secondary education. We will also move our classrooms efficiency up the scale. Teachers will have an ability to enhance their personal abilities as teachers. Students will be able to perform more tasks with a greater degree of success and also have an ability to personalize their education while moving at their own pace.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 025909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Personal technology device in each students hands.	Students asked to purchase technology device (laptop or tablet). Students who cannot afford device purchase will be loaned a device by school district.
2.	Tutoring for homework issues after school hours. Student needs assistance after school hours while working on homework or research.	Student will have personal device and connectivity at home after school hours. Communication between teacher and student provided with blog, video, or class blog (peer tutoring)
3.	Parent communication with teacher concerning student grades, homework issues, research issues.	Teacher and parent communicate using student device. Blog, class video, email, or possibly skype.
4.	Parental support and communication.	Parents can now communicate with teachers by appointment or blog. Questions about student and how they may assist. Involve parent without having parent come to school if they are not available. This is done by appointment so teacher has some convenience.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 025909

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Robert Weyman Administrator, Director	Principal of High School campus, Director of Technology for District- 29 years in education
2.	Edward Yantis, Technology	District administrator for software systems and internet specialist.
3.	Rick Lancaster	District IT specialist
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Acquisition of technology devices	1. Acquisition of devices	06/01/2018	06/01/2019
		2. Issued devices to students	08/01/2018	06/01/2019
		3. Training for staff	08/01/2018	06/01/2019
		4. Grade improvement for students	06/01/2018	06/01/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Training for students and parents	1. Training for parents	08/01/2018	06/01/2019
		2. Training for parents	08/01/2018	06/01/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Staff use for tutoring	1. Training for staff	06/01/2018	08/01/2019
		2. Students use for homework help	08/01/2018	06/01/2019
		3. Videos posted for student use	06/01/2018	08/01/2019
		4. Lessons posted for students and parents	06/01/2018	08/01/2019
		5. Grades will reflect improved instruction	06/01/2018	06/01/2019
4.	Post high school preparation	1. Research for students	06/01/2018	06/01/2019
		2. Dual credit classes and on line classes	06/01/2018	06/01/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Test score improvement	1. Average student score on tests improved	06/01/2018	06/01/2019
		2. ACT and SAT scores improve	06/01/2018	06/01/2019
		3. AP test scores improve	06/01/2018	06/01/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 025909	Amendment # (for amendments only):
<p>Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Each campus has a committee of staff and parents who meet during the school year to discuss issues which have arisen. This committee will now take on the role of seeking comment from parents, students and teachers as to any issue which may arise. The committee will also seek comment about positive effects of the program.</p> <p>We meet regularly to discuss campus improvements. Given the grant, the committee would address the technology on campus with select interviews. Constant awareness of the new effort would be given priority. Student success in school but more importantly with this ability is the success outside of school. More time with comment from parents and students. Adjustments would be made as we see the need arise.</p> <p>Communication to parents and students is made through the call out system and our web page. Our parents do check the web frequently. We also use our call out system frequently and parents answer. We also use parents to spread the word and seldom have times arise where some form of communication has not reached a household.</p>	
<p>Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>We are using some individual teachers to pilot ideas for using technology to tutor, present lessons, and communicate with parents. The issue we are finding is an inability to address the need on a big basis. We could greatly improve our efficiency for presenting lessons and tutorial sessions with this increased availability of technology. Our students like the technology and want more exposure. Our issue is not being able to address the entire population at this time.</p> <p>Staff also like being able to help students at anytime with the availability of technology. This staff wants to answer the call and improve their teaching. When students can access teachers on their time, positive outcomes increase dramatically. Parental involvement will also increase. Any time we can increase parental involvement, student success will soar.</p> <p>The continued efforts of success are dependent on the administrators who are both communicating with each other to help improve for all involved. The administrators are committed to reaching the highest degree of success. The use of personal technology by students is one more factor we both realize is necessary in our toolbox. The more tools for teachers will enhance the classroom experience and elevate the at home experience for the student and parent.</p>	

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Schedule #15—Project Evaluation

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Benchmark testing, STAAR testing, overall grades	1.	Test scores increase for ALL sub groups
		2.	Classroom management issues decline
		3.	Student grades improve with tutoring ability
2.	Discipline issues decrease	1.	In class behavior improves with on task behavior
		2.	Tutoring help increases and student understanding improves
		3.	
3.	Student success and completion gain	1.	Class completion of work increases
		2.	Attendance increases due to student success
		3.	Student motivation in class increases, less apathy
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected on attendance and grades weekly. Administration will be tasked with looking at data and investigating negatives and possible corrective methods.

Teachers will be asked to submit issues with student apathy, attendance, and work completion. Asking teachers to submit data will involve staff in being a part of the corrective measures. The staff member on the front line knows sooner than anybody if an issue arises. Weekly input will allow the administration to take corrective actions if needed sooner rather than later.

The counselor will also spend time visiting with student having issues with grades and work completion. The investigation will look into why and how we can correct.

Data collected will be analyzed weekly as we do now and suggestions for correction will be discussed by the site committee. The committee will assist the administration in finding corrections which benefit student and teacher both. The goal for this program will be greater participation in tutoring sessions both at home and school. Parental input is also important and will be used in our data. More parents involved and seeking answers will only help correct the issue on hand.

We do have specific goals for student achievement in mind and have seen small gains thus far but expect the gains to be significant with the increased technology for home as well as school.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 025909

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this moment, the two campuses have 4 furnished computer labs and two classroom sets of kindles used by teachers in classrooms. Internet is provided by Region 15 service center. We do have hot spots in the building which also gives access outside the building as far as the parkings lots. Our ability to go beyond this is limited by our budget constraints.

We do allow personal electronic devices and have some success with students using their own device. Our plan calls for those who can purchase to do this as part of their supplies required at the first of the year. We are also getting bids to offer parents to purchase devices at a reduced price.

At this time, we also are investing \$10000 in Chromebooks for student use. This will start the project by allowing some classes to use them by reservation. This start will allow us to work some issues out before diving into the project. The Chromebooks will also jump start our teachers into moving towards more electronic uses. Class lessons, homework assigned, and tests given. Teachers are anxious to move this direction. Some angst exists with teachers but they are more than willing to move towards electronic devices.

We have also found a need to boost our capabilities of internet and have contracted with the service center for more capability. New switches have been installed to beef up our hot spots. Cards for the devices we loan (if needed) are also being negotiated with several providers. We anticipate having all students at high school and middle school internet capable at home and school.

Our program also will call for training for students, parents and staff. Students in the need for internet safety. Parents in appropriate use and safety. Staff in making this a tool for enhancing their class and teaching abilities. Staff will improve their reach into the students academic life and ability to continue their academics at home. Parents will become more comfortable in being able to know what and how when it comes to assisting their students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 025909

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district and campuses all speak of a goal which makes our students ready for post secondary education. We receive comments from ex students all the time of their need for better preparation in using technology. We see a need and want to anser the call.

We ant to reach ALL students. College preparation for all, rather they go to a four year institution or not. We do not want to take away from anybody and their individual preparation for post secondary school or work. Many who enter the work force or military also speak of the need for technology preparation. This program, if funded, will give us the ability to now reach ALL students.

As a district and also high school and middle school campuses see the need for improved technology education and use.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025909

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Early is a rural district which enjoys many students from our rural areas and many transfers from other districts. The ability of many parents to provide devices for their students with internet availability already exists. Our issue is the portion of students who cannot provide devices and internet. Parents answered last years survey with a revealing lack of knowledge and ability. We foresee a program which loans the device but also provides cards for those needing internet at home.

We have two needs. Homes which have internet and no device, without the ability to provide a device and the home which cannot provide neither. Many homes which cannot provide internet cannot get it in their rural setting at a reasonable cost. We can help conquer this cost by providing cards for internet access.

We will work with those cases proven they do not have the ability. We will provide the internet and the device. In other cases, we will just provide the device with Bluetooth capability. The third case is the student who will provide their own device and internet.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We have begun the transformation of classroom expectations to include electronic lessons, electronic tutoring and electronic testing. Established teachers are anxious about the new but improved classroom. Electronic books and lessons are a challenge but getting better daily. Parents are becoming accustomed to looking at the electronic version of textbooks.

Electronic videos for tutoring and lessons are getting better with time. Students having the capability to use has improved some but will get better with time. The student most in need sometimes is where we struggle. We try to assist when we can but many times find out after the fact. We will immediately go to the all expectation with the grant versus two to three years without.

The electronic video lessons when used serve several purposes. Two things happen immediately. Special education students have a resource to review lessons and parents now can also view the lesson and assist their student. The resource child can view repeatedly and help themselves many times. Their helping teacher can also help by viewing with their student. Teachers can now fill several roles at the same time.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

From grade 6 to 12 we are able to present the same answers to what seems are the same issues. We have begun using math videos of lessons for tutoring purposes. We use applications which help us to record tests for the purpose of reading tests to students. We present video lessons in math to allow students to have reference for tutoring. We continue to use electronic text books in Social Studies and Science classes. Teachers use electronic lessons and power points for reference with students and gives the student the ability to have notes.

All classes use power point presentations and allow students to download these to a personal device. Folders are set up in classes to allow students in some cases to get copies of notes.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 025909

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Early ISD is set up at this time for both hard wired and wireless internet access in all buildings and rooms. We are also capable in all rooms and campuses for the wireless internet connection. We receive our service from Region 15. We have already committed to up our capability from the service center. We also are in the process of putting new switches in all buildings to beef up our ability with wireless.

Students have sign in capability for access on campus or off campus. Students have a personal email account and many do communicate with staff through this email. We also have the capability for guest access to internet service.

Of course we do filter any access for the internet. We monitor and limit student and guest access. We also limit some access to staff members. The system is monitored by our campus technology specialists and continually stay informed of the real world issues. Our monitoring has prevented viruses in our system on several occasions. Student access is very closely watched to prevent unwanted web sites.

We enhanced our abilities several years ago when allowing students to use personal devices. We are now seeing the need to beef up our capabilities more in anticipation of more use. We are striving to get to the point of all students using our system regularly. We are finding more parents being better equipped to assist their student with our help. The bond is growing tighter every day and we anticipate greater success than ever before.

The district has taken a position of finding funding wherever possible to bring us back to the cutting edge. We ant our students to be the best prepared for post secondary education in the 21st century.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The first request will come from the two campuses to parents. We are working with some vendors to have options for parents to purchase electronic devices at a reduced price. We are also asking they have internet capability At home. We also will make it known that if students cannot afford this request, we will work to accomdate their dnees so no person is omitted.

The devices and internet connection will be handled by the campus Principal. Using our data of economic background and personal requests, we will make decisions to assist those who we verify a need. Responsible use forms signed by parents and students will be required (as we do district wide) but we will also require forms signed for their responsibility to replace if the device is lost or broken due to abuse.

We will also have a periodic check of the device for any loaned device. Our district IT person will be responsible for verifying the device is god and the student has it in possession. At the end of each year, the device will be checked in so we can update or fix if needed.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Insurance will be provided on every device purchased just as we do now with any purchase. We will account for every device at least twice a year and more often if possible. The IT person and campus administrtator will be responsible. Parents will sign an agreement to check out, replace if needed and return the device at the end of each school year.

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